

November 10, 1999

TO: All Department Heads

FROM: Mike McCartney, Director
Department of Human Resources Development

SUBJECT: FrontLine Leadership™ Management Development Program

I was very pleased with the enthusiastic response to our recent resumption of the FrontLine Leadership (FLL)™ training program. We are now more than half way through the first offering of the program and it is going every bit as well as we expected it to.

The next offering of FLL will begin early next year. Schedules and registration information along with a course description are attached.

Once again we will be able to subsidize fifty percent of the cost of the program to departments. This will mean a \$150 fee for the ten-day program, an outstanding value.

I ask for your support of your managers and supervisors in participating in this management development opportunity.

Please call Mark Epstein of our Training Branch, at 587-1058, with any questions you may have about FLL.

Attachments

c: Departmental Personnel Officers

**Registration Information for FrontLine Leadership™
February – April 2000**

Two separate sections of FrontLine Leadership (FLL) will be conducted simultaneously. The schedules are listed below. Please note that all meetings (except the orientation) are scheduled from 8:00 am to 4:00 pm and will be held in room 1403 of the Leiopapa A Kamehameha Building (State Office Tower), 235 S. Beretania Street.

Orientation

Attendance at the orientation is **required of all participants and their immediate supervisors**. Participants in both sections will attend the orientation together.

Date: February 2, 2000
Time: 10:00 am to 12:00 noon
Location: Room 204, Leiopapa A Kamehameha Building (State Office Tower)

Class Schedule

Section 1 (MIST code: FLL 3)

Feb 10
Feb 17
Feb 24
Mar 2
Mar 9
Mar 16
Mar 23
Mar 30
Apr 6
Apr 13

Section 2 (MIST code: FLL 4)

Feb 11
Feb 18
Feb 28 *
Mar 3
Mar 10
Mar 17
Mar 24
Mar 31
Apr 7
Apr 14

* The February 28 meeting of Section 2 will be on a Monday; all other meetings of this section will be on Fridays.

Please note that participants will be expected to go through the entire program in their section. Switching between sections will not be permitted.

So that all participants will feel comfortable in the frank discussions that are a regular part of the classroom activities, we ask that employees in the same chain of command not be enrolled in the same section.

The cost for FLL is \$150 per participant. This is one-half the normal registration fee for the program. The Department of Human Resources Development will be subsidizing the remaining cost for this fiscal year.

Due to the highly interactive teaching methodology used to conduct this training, each section will be limited to 18 participants.

The deadline for registration is January 12, 2000.

To gain the maximum benefit from FLL, it is vital that participants attend all meetings of the program. We recognize, however, that emergencies may arise which make it impossible for participants to attend a meeting. To allow for this, participants may miss one meeting (two modules) of the program and make it up at the next offering of the program, except that no absences will be permitted from the interpersonal skills modules conducted during the first three meetings of the class. Participants missing more than one meeting or one of the first three meetings will be dropped from the program.

Persons having special needs (e.g., sign language interpreter, large print materials) should call the Training Branch at 587-1050 to discuss arrangements as soon as registration is confirmed.

Please call Carol Maeda at 587-1050 with questions about registration; call Mark Epstein at 587-1058 or Angie Kahle at 587-1065 with questions about the content of the program or the teaching methodology.

FRONTLINE LEADERSHIP™

COURSE DESCRIPTION

CORE INTERPERSONAL SKILLS

Professionals must master the core fundamental skills of their field before they can work successfully in its specialized applications. The “core cluster” of units in the Frontline Leadership program gives supervisors and managers the foundation of critical core interpersonal skills they must have to succeed in almost any specialized aspect of supervising others.

✓ **FrontLine Leadership: Your Role and The Basic Principles**

The traditional role of the supervisor and manager has expanded. Today, this person must not only improve output, quality, and cost control, but also must develop people’s performance and commitment, build bridges across the organization, and productively manage change. These critical job requirements, and how they affect today’s supervisor or manager, are examined in this unit. The five Basic Principles for working effectively with people are the powerhouse foundation upon which all other skills are built. Through these practices, every interaction helps build and maintain a positive, results-oriented work climate. The Basic Principles skills are included in this unit for simple delivery of both topics in a single session.

✓ **Giving Constructive Feedback**

Providing constructive and useful feedback is one of the most difficult tasks a supervisor or manager faces. Without the required skills, giving vital feedback too often is avoided, delayed, or watered down. The result is lost performance, and problems that evolve into crises. This unit’s Key Actions and planning questions build the skills needed to handle tough situations like holding a performance improvement discussion or giving corrective guidance in a supportive, timely, and straightforward manner.

✓ **Getting Good Information From Others**

When the pressure is on to move, decide, and get results, a supervisor may be tempted to shortcut the extra time it takes to gather in-depth information. The quality of information gathered, however, often swings decisions in either a productive or nonproductive direction. This core unit teaches participants how to get the information needed to make better decisions, whether they are selecting a new employee, resolving a conflict situation, or getting to the bottom of a performance problem.

✓ **Getting Your Ideas Across**

Today’s increasingly complex organization can be a breeding ground for communication breakdowns. A supervisor who knows how to communicate ideas clearly and accurately, both on the job and in formal meetings, can avoid potentially costly miscommunications. The skills in this core unit can be especially helpful when explaining tough decisions that may be unpopular, or complicated ideas that may be prone to misunderstanding.

✓ **Dealing With Emotional Behavior**

Negative exceptional behavior can erupt from others at almost any time in any work situation – in the middle of performance discussion, or when things get off track, or because people feel discounted or threatened. If not dealt with skillfully by the supervisor, such disruptive emotional behavior can impair the performance of an individual or a whole team. This unit teaches the skills to defuse non-constructive emotional behavior and to refocus these energies to more productive approaches.

✓ **Recognizing Positive Results**

One of the most powerful motivators available to the front line leader, positive recognition, costs virtually nothing to use. By strengthening employee motivation and self-worth, a skilled supervisor helps sustain and increase tangible organizational results. This core unit teaches participants an effective, simple approach to reward consistent behavior, support employee initiative and innovation, and reinforce desired results.

MANAGING INDIVIDUAL PERFORMANCE

Perhaps no one influences the degree of individual commitment and performance more than the direct supervisor or manager. With these specialized FrontLine Leadership application skills; a supervisor develops an ongoing process for helping maximize each employee's individual potential and contributions.

✓ **Establishing Performance Expectations**

People do a better job when they are clear about exactly what their results should be and how these results should be achieved. Mismatched performance expectations can cause the serious and costly problems of wasted time, misused resources, and work that is not done or has to be redone. The Key Actions and planning questions taught in this unit will provide a focused approach for success when supervisors need to delegate assignments, change an employee's job standards, or correct an employee's misunderstandings about performance expectations.

✓ **Developing Job Skills**

In today's rapidly evolving organization, a supervisor's workforce must be able to adapt to new conditions by "bridging the skill gap" with appropriate on-the-job skill development. The skills taught in this unit will work for developing mechanical or technical skills like how to run a machine, how to develop a budget, or how to follow a research procedure. The skills work equally well when assisting employees to develop interpersonal skills, such as how to deal more effectively with customers.

✓ **Taking Corrective Action**

Even the most effective front line leader occasionally encounters persistent, unproductive behavior that gets in the way of getting a job done. With this unit's skills for taking prompt action to correct performance problems, a supervisor can work with an employee to develop and agree to a specific plan for getting back on track. These skills can be used for early discussions with employees and also can be incorporated into the organization's more formal disciplinary action procedures.

✓ **Coaching for Optimal Performance**

Because they get more done with the same or fewer resources, good coaches are worth their weight in gold to their organizations. With the coaching skills taught in this unit, supervisors can tap into their employees' own self-motivation to succeed. They can help their employee's plan for ways to work smarter and achieve goals that help stretch their abilities and skills. The method taught here works for ongoing day-to-day coaching situations, or in formal performance reviews.

DEVELOPING TEAM PERFORMANCE

The ability to effectively manage teams of people is at a premium in today's work environment. Higher demands for quality, service, efficiency, innovation, and cost control mean that organizations must be able to respond quickly to changing conditions and directions. To meet these demands, organizations are depending more and more on teams of people to work across functions, using their combined brain power to get more leverage on a problem and get the job done. Managers and supervisors who know how to organize and run teams successfully are key to creating organizations that excel.

✓ **Clarifying Team Roles and Responsibilities**

Successful teamwork is the result of a deliberate and well thought-out strategy executed by a skilled leader with specific goals and a definite plan. This unit teaches skills and planning questions that team leaders can use when launching a new team or revitalizing an existing one. The skills are appropriate for ongoing work groups and for more temporary task forces or project teams. With this approach a supervisor can tap the experience and focus the potential of all team members to maximize the total team's output.

✓ **Conducting Information Exchange Meetings**

Often the best and quickest way to share information among team members is a well-planned meeting, where everyone gets the same message at the same time. Too often, however, meetings end up going nowhere, wasting time, and creating frustration. In this unit, participants learn to follow an effective set of Key Actions that move meetings along quickly, foster understanding, and deliver positive post-meeting results.

✓ **Resolving Team Conflicts**

Conflict is inevitable in any group endeavor. It is the leader's responsibility to keep such conflicts from becoming dysfunctional. The skills in this unit enable the supervisor to intervene in conflicts between team members to make things better, not worse. The Key Actions help people clear the air, come to terms, and find ways to work together more constructively.

MAKING ORGANIZATIONAL IMPACT

To build collaboration across traditional boundaries, a supervisor needs to work effectively not just with employees, but with peers and higher-level managers as well. The skills to develop trust and to create constructive relationships throughout the organization can help a supervisor enlist the support and gather the information needed to get the best job done in the least amount of time.

✓ **Building a Constructive Relationship With Your Manager**

Nearly everyone expects their manager to provide the resources and support they need to do a job. The most effective supervisors recognize that their own managers need the same things in return. This unit teaches skills and planning questions for identifying specific ways supervisors can work more effectively with their direct managers. Supervisors can use these skills to obtain performance feedback, to keep updated on priorities, to support their manager's priorities, and to maintain an ongoing mechanism for heading off possible conflicts.

✓ **Building a Collaborative Relationship With Your Peers**

Supervisors in an organization can be important resources to each other. Unfortunately, too many supervisors see their peers as competitors, not as potential sources of help. The planning and skills in this unit can help supervisors take the initiative to coordinate more effectively with each other to reach both their own goals and the goals of the organization.

✓ **Confronting Issues With Your Manager and Peers**

The inevitable problems and conflicts that arise between a supervisor and his or her manager or peers can end up in "win-lose" situations, or worse. In this unit, participants learn the skills to take a "win-win" problem-solving approach to such problems. Skillfully working with a peer or manager to deal with issues that negatively affect performance can clear up problems before they seriously impede results.

✓ **Winning Support From Others**

A successful front line leader has a few things in common with a successful salesperson. Both understand the need for extending personal influence through the skills of establishing mutual understanding and mutual benefits with others. This unit teaches participants how to build and maintain the supportive relationships required to get things done collaboratively.

MANAGING CHANGE AND INNOVATION

Supervisors often are in the best position to help find a “better way” to raise quality, service, and productivity. If they know how to get people involved, they can encourage creativity without sacrificing productivity. In addition, they can raise the level of response to organizational needs with faster, better, and smarter ways of initiating change.

✓ Managing Change

Change is, and will continue to be, a constant in today’s organizations. The effective front line leader uses change to make things better, gets people involved in changes, and leads them through change by personal example. The Key Actions and planning questions in this unit build the skills supervisors need to gain commitment to a change within the group they lead, as well as get positive participation from others in the organization who may be affected by the change.

✓ Fostering Improvement Through Innovation

If organizations are to perform and compete successfully, they must seek a broad range of new and better ideas from every source. A supervisor who draws out ideas from the people who work closest to the product or service can generate productive creativity and with minimal risk. This unit develops the skills for channeling people’s creative energy into innovative ideas that pay off handsomely for both departmental goals and organizational strategy.